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SLATE

Second Language Acquisition & Teacher Education

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University of Illinois at Urbana-Champaign

SLATE

Second Language Acquisition & Teacher Education

The multidisciplinary Ph.D. concentration in Second Language Acquisition and Teacher Education (*SLATE*) is designed to provide advanced training for prospective teachers, researchers, and administrators concerned with second language learning and teaching. The *SLATE* concentration has the combined support of faculty members in a number of different departments in the University. The supporting faculty hold appointments in various Departments across the University, including the Departments of Educational Psychology and Curriculum and Instruction (in the College of Education), and English as an International Language, French, Germanic Languages and Literatures, Linguistics, and Spanish, Italian and Portuguese, (in the College of Liberal Arts and Sciences). Students therefore have access to a wide range of resources within the University.

The *SLATE* concentration is administered by an Executive Committee consisting of faculty members from the cooperating departments. The Executive Committee provides direction and guidance for general aspects of the concentration itself and for specific non-course-related interests, such as the *SLATE* seminar series.

The *SLATE* concentration is designed to meet the individualized needs of students. The course requirements in each affiliated department are generally flexible and allow freedom for the student to pursue specialized goals. Students in recent years have studied in such subfields as error analysis, computer-assisted instruction, cognitive and affective factors in learning and teaching, communicative competence, reading strategies, and curriculum development. The unifying bond of such specialization is the young but rapidly growing discipline of second language learning and teaching.

ADMISSION

Application to the *SLATE* concentration is made directly to one of the cooperating departments listed below. Applicants for *SLATE* should indicate their interest in this concentration on the application.

Curriculum and Instruction

Educational Policy Studies

Educational Psychology

French

Germanic Languages and Literatures

Linguistics

Spanish, Italian and Portuguese

Admission to the concentration is subject to all regulations of the Graduate College at the University of Illinois. The applicant must have an M.A., M.A.T., or the equivalent, in an appropriate related field. Generally, Master's degrees in Education, English as a Second Language, a foreign language, or Linguistics are appropriate. The applicant must have a minimum grade-point average of 4.5 on a 5.0 scale (3.5 on a 4.0 scale) or the equivalent in previous graduate work. Foreign applicants for whom English is a non-native language must satisfy English proficiency requirements before admission can be granted. Some experience in teaching a second language is recommended.

Applicants who are uncertain of their potential departmental interest may direct inquiries to the chair of the *SLATE* Executive Committee. Applications, forms and further information regarding *SLATE* are also available from the *SLATE* chairperson:

Sandra J. Savignon

2090 Foreign Languages Building

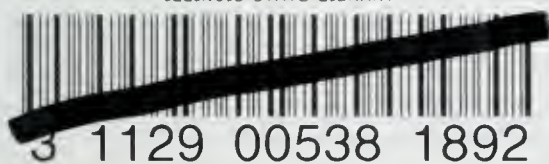
707 South Mathews Avenue

Urbana, IL 61801

Applicants can be accepted for admission in either the fall semester (begins in mid-August) or the spring semester (begins in early January). In either case, applicants should apply several months in advance. Applicants admitted for a fall semester may begin in the preceding summer session if they wish.

Upon admission to the concentration, the Department will assign an advisor who shares the applicant's specified interests. This advisor will assist the student in planning coursework and so should be consulted early in the student's graduate career.

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FINANCIAL AID

Financial aid is granted only through individual departments.

A limited number of teaching and research assistantships, tuition/fee waivers, and fellowships is available each year through cooperating departments. Applicants can indicate their desire for financial aid by checking appropriate boxes on the application for admission. Financial support for a limited number of qualified *SLATE* candidates may also be available through assignments in the University of Illinois Intensive English Institute, EOP Rhetoric Program, Language Learning Laboratory, or Office of Student Teaching. Applicants should contact these units directly for details. The *SLATE* Executive Committee administers no financial aid.

DEGREE REQUIREMENTS

Basic Preparation. Generally, candidates in the *SLATE* concentration whose Master's degrees directly involve second language learning and teaching will have sufficient background in second language learning and teaching: a general grasp of theoretical (linguistic, psycholinguistic, sociolinguistic, and pedagogical) principles of learning and teaching; an understanding of the grammar and phonology of the second language (that is, the language being researched or taught). In some cases, if candidates lack sufficient background, they may be required to take courses to meet this basic preparation. (Such courses do not count toward the degree.) Upon enrolling in *SLATE*, students and their advisors will formulate a projected schedule of required and recommended courses which the student will follow. This schedule will include a list of competencies which the advisor deems the student to have fulfilled prior to admission. The schedule will be filed with the student's department and with the *SLATE* Executive Committee.

Coursework. Minimum requirements for the degree in all the participating departments are 16 units of credit beyond the Master's degree, or 24 units including the Master's degree. The student must conform to the course requirements of the particular department in which s/he is enrolled. For a description of departmental requirements, students should contact the departments directly.

All students in the *SLATE* concentration will complete a required set of competencies through coursework, individual research, or prior experience. Some of these competencies already form a part of individual departmental requirements. An incomplete list of courses meeting required competencies follows:

1. *Linguistic Theory* (1 unit)
 Linguistics 401 — Syntax
 Linguistics 402 — Phonology

2. *Psycholinguistics and the psychology of language* (1 unit)
 Linguistics 325 — Introduction to Psycholinguistics
 Linguistics/EIL 335 — Introduction to Neurolinguistics and Second Language Learning
 Linguistics 429 — Second Language Acquisition and Bilingualism
 Linguistics/EIL 435 — Seminar in Neurolinguistics and Second Language Learning
 Psychology 425 — Psycholinguistics
 French/German/SIP/EIL 481 — Seminar in Linguistic and Psycholinguistic Foundations of Language Teaching

3. *Sociolinguistics and sociocultural analysis* (1 unit)
 Linguistics 350 — Introduction to Sociolinguistics
 Linguistics 419 — Contrastive Linguistics
 Anthropology 370 — Language, Culture, and Society
 Elementary Education 490 — Language Development and Socialization

4. *Curriculum Development* (1 unit)
 Secondary Education 439 — Fundamentals of Curriculum Development
 Secondary Education 456 — Problems and Trends in Specialized Fields of Secondary Education
 French/German/SIP/EIL 463 — College Teaching of Foreign Languages
 Elementary Education 399 — Issues and Development in Elementary and Early Childhood Education — ESL for Children.
 EIL 487 — Seminar in the Teaching of English as a Second Language — Curriculum Development
 SIP 471 — Seminar in Foreign Language Teaching

5. *Research methodology* (2 units)
 1 unit in quantitative methodology,
 1 unit in methodology relevant to dissertation (quantitative, qualitative, evaluation, survey, computer science, ethnographic, etc.)

Courses offered under the following Rotating Topics may meet various *SLATE* requirements:

Educational Psychology 490 — Seminar for Advanced Education Students
 French 443 — Special Topics
 Spanish, Italian and Portuguese 480 — Seminar in Foreign Language Learning
 Spanish 450 — Topics in Synchronic Linguistics

Curriculum and Instruction

395 Education Building

MADSEN, ALAN —Associate Professor. Response to literature, reading, the teaching of writing.

WALKER, JERRY L. —Professor. Teacher education, curriculum development, language acquisition.

Educational Psychology

210 Education Building

CZIKO, GARY —Associate Professor. Educational research methods, bilingual education, first and second language acquisition.

McCLURE, ERICA F. —Associate Professor. Anthropological linguistics, multilingualism, first and second language acquisition, Spanish and English discourse analysis.

English as an International Language

3070 Foreign Languages Building

BACHMAN, LYLE —Professor. Language testing, research methodology, language curriculum design and evaluation, English for specific purposes.

BOUTON, LAWRENCE F. —Associate Professor. Grammatical analysis, sociocultural foundations, pragmatics.

COWAN, J. RONAYNE —Associate Professor. Psycholinguistics, teaching of reading, English for specific purposes.

DICKERSON, WAYNE —Professor. Phonology, orthography, pronunciation teaching, materials development, teacher education.

MACK, MOLLY —Assistant Professor. Psycholinguistics, neurolinguistics of second language acquisition, speech perception and production.

MARKEE, NUMA —Assistant Professor. Communicative language teaching, English for specific purposes, language planning, sociology of the diffusion of ideas in applied linguistics.

French

2090 Foreign Languages Building

HADLEY, ALICE OMAGGIO —Associate Professor. Second language acquisition, methods and materials, language testing, learning styles and strategies.

LEPETIT, DANIEL —Assistant Professor. Second language acquisition, methodology, acoustic phonetics, contemporary oral French, interaction of prosody and syntax.

SAVIGNON, SANDRA J. —Professor. Second language acquisition, bilingualism, language testing, communicative language teaching.

SHINALL, STANLEY —Assistant Professor. Curriculum and instruction, learning modes in second language acquisition, machine-aided instruction.

Germanic Languages and Literatures

3072 Foreign Languages Building

LALANDE, JOHN F. II —Assistant Professor. Language pedagogy, teaching of culture, materials development, error analysis, teacher education.

Linguistics

4088 Foreign Languages Building

BOKAMBA, EYAMBA G. —Associate Professor. General linguistics, applied linguistics, contrastive linguistics, African linguistics.

CHENG, C. C. —Professor. Acoustic analysis, computational linguistics, computer-aided instruction and human-machine interface.

KACHRU, BRAJ —Professor. General linguistics, sociolinguistics, English in the world context, multilingualism.

KACHRU, YAMUNA —Professor. Pedagogical grammar, linguistic foundations of ESL, discourse analysis, South Asian linguistics.

MACLAY, HOWARD —Professor. Communications research, anthropology, psycholinguistics, second language acquisition, bilingualism.

Spanish, Italian and Portuguese

4080 Foreign Languages Building

LEE, JAMES F. —Assistant Professor. Non-native reading processes, research design, information processing.

VANPATTEN, BILL —Associate Professor. Second language acquisition theory and research, cognitive factors in language learning, input and input processing.

U.S. MAILING ADDRESSES

To ensure delivery of mail to the above departments, street addresses must be included.

Education Building
1310 South Sixth Street
Champaign, IL 61820
U.S.A.

Foreign Languages Building
707 South Mathews Avenue
Urbana, IL 61801
U.S.A.

Second language learning experience. Before advancement to candidacy, it is required that a student demonstrate competence in a second language. For native English speakers, a “second language” can be the second language of research/teaching, or, for those concentrating on ESL as the subject of research and teaching, any second language. For non-native English speakers, the proficiency in English that is required for admission fulfills this requirement. Such a requirement is designed to ensure the full appreciation and understanding of what it means to experience the learning of a second language. Second language competence, either oral/aural or reading/writing is assessed in one of a variety of ways, to be determined by the student’s advisor.

Examinations, research competency, dissertation. Each department has its own requirements for qualifying for the dissertation, once the student has completed the necessary coursework for the degree. Generally, the student must pass qualifying examinations and fulfill a research competency requirement before beginning the dissertation. Dissertation procedures are regulated University-wide by the Graduate College. *SLATE* dissertation topics must be related to one or more aspects of second language acquisition.

Length of residence. Doctoral candidates must earn 16 units of credit through registration at the Urbana-Champaign campus. (Candidates in Education departments must have two consecutive semesters of at least three units each.) Students normally take two years beyond the Master’s degree to complete coursework and at least another year to complete examinations and the dissertation. After the residence requirement has been fulfilled, a candidate may petition the Graduate College for permission to register *in absentia* for thesis credit.

CERTIFICATION

Upon successful completion of the required set of competencies outlined above, Ph.D. recipients will be awarded a “Certificate of Advanced Study in Second Language Acquisition and Teacher Education.” This certificate will be awarded by the Executive Committee of *SLATE*. The certification process has been approved by the Graduate College.

UNIVERSITY OF ILLINOIS-URBANA



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